Card Sort–Math

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| In small groups, students simplify a radical expression by writing the next step in the simplifying process, then passing the problem to the person on their right, who writes the next step, and so on.* Pass the Problem (K20 Strategy)
 | After learning about optimization in a calculus class, students are asked to create 4 examples and 4 non-examples of optimization scenarios.* Example and Non-Example (K20 Strategy)
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| There is a designated place in the classroom where students put questions that they didn’t want to ask during the lesson.* Parking Lot (K20 Strategy)
 | After learning about non-standard operations, such as m ⊡ n = m2 – n, a student writes in their math journal, “I used to think that PEMDAS was all of the operations, but now I know that there could be more.”* I Used to Think…But Now I Know (K20 Strategy)
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| In an Algebra II class, after students complete a table of simplifying *i*1 - *i*12, have students reflect on what they just did by asking what they notice and what they now wonder.* I Notice, I Wonder (K20 Strategy)
 | After learning how to solve multi-step equations, students are given a worked-out problem and asked to write next to each step what they did and why.* What Are You Doing and Why?(Keeley FACT)
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| At the end of the lesson, students answer the question, “What point made during today’s lesson helped you to understand how to graph inequalities?”* POMS (K20 Strategy)
 | Students use red, yellow, or green sticky notes to color code their comfort level with understanding the new topic of writing proofs in their geometry class.* Stoplight Stickies (K20 Strategy)
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| At the beginning of the geometry lesson, students are asked to write down everything they know about parallel lines.* Tell Me Everything (K20 Strategy)
 | At approximately two-thirds of the way through a unit, students take an assessment to see if they are near-ready for the end-of-the-unit assessment. This assessment is not for a grade, but just for feedback.* Two-Thirds Testing (Keeley FACT)
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| Students are asked to find the roots of a quadratic equation. Each student divides their paper into quarters and finds the roots in the first quarter of their paper. Then students find a partner, write their work in their partner’s second quarter and take turns sharing their strategies. This repeats with 2 other partners.* Strategy Harvest (K20 Strategy)
 | **Assessment for Learning** |
| **Assessment of Learning** | **Assessment as Learning** |